

## **2016-17 Transformational Plan for Willie E. Thompson Middle School**

### **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Rachel Reid  
Julie Kolobaric  
Lori Hall  
Wendy Loper  
Terri Oginsky  
Nathaniel McClain  
Tanisha Brooks  
Sarah Watson

Principal  
Building MTSS Specialist  
School Improvement Team Co-Chair/SEA Union Rep  
School Improvement Team Co-Chair  
PLC District Coach  
Superintendent  
Priority School Consultant  
Priority School Consultant

[rreid@spsd.net](mailto:rreid@spsd.net)  
[jkolobaric@spsd.net](mailto:jkolobaric@spsd.net)  
[lhall@spsd.net](mailto:lhall@spsd.net)  
[wloper@spsd.net](mailto:wloper@spsd.net)  
[toginsky@spsd.net](mailto:toginsky@spsd.net)  
[nmcclain@spsd.net](mailto:nmcclain@spsd.net)  
[tanishab@charter.net](mailto:tanishab@charter.net)  
[sarahwatson1125@gmail.com](mailto:sarahwatson1125@gmail.com)

### **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

**Big Idea One: Improvement of teachers’ knowledge, skills and disposition: Improving instructional practices and instructional strategies**

We will improve academic achievement for all students in all core content areas by building and reinforcing the knowledge, skills and disposition of our teachers. Our teachers' knowledge and skills regarding the academic content must be developed to fully engage all students. This big idea was created through collaborative conversations and within the context of discussion using school data during the School Improvement Team dialogue sessions. Writing, Social Studies, Science, Mathematics and Reading data were thoughtfully reviewed. Development of causal theories through a decision-making processes support our assertion that there are Willie E. Thompson Middle School teachers that lack a thorough understanding of how to locate subject matter and resources to adequately and proficiently teach all core subjects. Using SRO's 2015-2016 Top to Bottom Ranking based on 2015-2016 MSTEP results\*, the team determined that Thompson's teachers will benefit from focused, intensive training and sustained professional development in locating and bridging resources across all content areas. Job-embedded professional development with modeling of instruction and gradual coaching will be a way to create the collaboration needed to support core content area teachers.

*\*Data used to design Big Ideas include (but not limited to) Thompson's 2015-2016 SRO ranking, M-STEP scores for 7th grade: ELA 10%, Mathematics 1.3%,*

*Science 1.3% and M-Step scores for 8th grade: ELA 5%, Mathematics 0%, Social Studies 0.8%*

There will be New Teacher Institutes provided by the district for teachers under the tenure radar. Our PLC's will provide the support in formative assessment creation for all teachers, as there is a lack of know how in this area also. We will build in professional development sessions during staff meetings to help increase teachers' knowledge, skills and disposition. Thompson Middle School will include book studies, such as *The CORE SIX Essential Strategies for Achieving Excellence with the Common Core*, as a part of the professional development plan. This big idea requires all of our teachers to be able to articulate the theory driving the content as well as demonstrate high levels of expertise and implementation.

**Big Idea Two: Improving the delivery of Tier II instruction to focus on skills that pose a barrier to the acceleration of student learning.**

Thompson Middle School will improve academic achievement for all students by providing Tier II instruction to focus on skills that pose a barrier to the acceleration of student learning. Thompson Middle School is focused on refining the MTSS process as a result of the professional development received at PLC at Work training in the summer of 2016. Data clearly demonstrated a need for ensuring that the Tier II process at TMS is focused on targeted supplemental intervention for students. The suggested time frame of thirty-six minutes per day, delivered five days a week has been included in our master schedule beginning in 2016-2017.

The 2016-17 school year will focus on math. The intervention program begins with administering an AIMSweb M-Comp probe as a screener for all students to determine individual deficiencies. Students will then be grouped according to deficiencies and placed with a teacher during the thirty-six minute Academic Intervention (Monday, Wednesday, Friday) for a three to four week learning cycle. All instructional staff will deliver instruction using district provided Tier II materials.

Student achievement will be progress monitored throughout the learning cycle using building created assessments. Students who score proficient on their assessment at the end of the learning cycle will be moved to their next deficiencies. Students who are not making adequate gains with their deficiencies, will be placed in a more intensive group for further intervention. After another learning cycle, students who are still not making adequate gains will be referred

to the Intervention Team for possible Tier II elective intervention or Tier III interventions.

**State what data were used to identify these ideas**

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A:** In your response, describe how the district has taken one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant. (Must be completed by the Superintendent/Central Office).

**Indicator 1B:** Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed. (Must be completed by the Superintendent/Central Office).

**\*Key Terms**

**Turnaround competencies that need to be ensured are:**

- 1. identify and focus on early wins and big payoffs;***
- 2. break organizational norms;***
- 3. act quickly in a fast cycle;***
- 4. collect and analyze data;***
- 5. galvanize staff around Big Ideas***

***The intended beneficiaries of capacity building efforts are principals and other school-level leaders.***

***Descriptive:*** includes who will provide support; how it will be provided; through what structures.

Indicator 1A:

The previous principal, Mark Frost was replaced July 1, 2015, prior to Thompson Middle School being identified as a Priority School. The Superintendent of Saginaw Public Schools has the right of assignment to place administrators. A recommendation to the Saginaw Public School's Board of Education to approve

Rachel Reid's assignment at Thompson Middle School for the 2015-2016 academic year.

Thompson Middle School's new principal, Rachel Reid, began on July 27, 2015. She was selected and approved by the SPSD Board of Education. In the selection of a new principal, district leaders sought to identify a principal who understood the value of high impact literacy strategies and how a Multi-tiered System of Supports (MTSS) could be implemented to better serve students who were struggling with mastering state standards in the core content areas of math, English, Science, Social Studies, and writing. Mrs. Reid has experience in the district as an assistant-principal and an ELA Instructional Coach. Prior to serving in these capacities, she was an ELA teacher at the Saginaw Arts and Science Academy. Mrs. Reid has demonstrated competencies in the area of triangulating data received from district benchmark assessments, formative assessments, classroom grades, and standardized tests to determine academic interventions necessary for students. She has experience with programs such as Read 180 and SuccessMaker in assisting to determine the functional reading and math levels of students. She has implemented student data profile to assist core teachers, Title I strategic instructors, and academic interventionists in identifying students' level of tiered support. Students also are taught how to interpret their scale scores and develop proficiency targets. Her PLC Data Teams meet with strategic reading and math teachers to construct a prescriptive, self-developed curriculum in math and reading to address instructional gaps in students' learning. She encourages staff to utilize ongoing formative assessments in math and reading to assist with the progress monitoring of students. This level of alignment of planning for instruction using multiple data points supported by targeted interventions is a break from past practice. Subsequently, students' performance on benchmark assessments continues to improve.

In reference to Big Idea # 1 – Improvement of Teachers Knowledge Skills, and Dispositions: Improving Instructional Practices and Instructional Strategies, Mrs. Reid has extensive training in assisting teachers in developing more engaging instructional practices. In her previous roles as assistant-principal, she established a Formative Assessment Team to assist teachers with creating formative assessments that accurately measured learning targets. Mrs. Reid trained instructional staff how to use a modified professional learning community (PLC) protocol for grade-level teams and departments to review performance data, unit plans, and student work products. Moreover, Mrs. Reid currently serves on our District Turnaround Network and has assisted the team in developing a communications protocol and problem-solving driver that has resulted in PLCs operating more efficiently. This work has assisted staff with critically reflecting on what data and resources they use to help inform instruction. Mrs. Reid has demonstrated a commitment to work with

instructional and support staff in identifying appropriate tiered interventions. She has worked through her School Improvement Team to ensure that teachers have aligned evaluations with performance targets on M-STEP. Mrs. Reid has consistently demonstrated to instructional staff how their evaluations represent an outgrowth of their ability to effectively improve student achievement on benchmark assessments in reading and math. She has worked with the School Improvement Team to establish a walkthrough system that enabled her to monitor transference of teachers' professional training into actual instruction. She provides teachers with continuous feedback based on her classroom interactions with students and staff.

Mrs. Reid has also been an advocate for increasing instructional technology in the classroom with students using TI-Nspire calculators, student response systems, smart-boards, and Navigators to give teachers an opportunity to provide instantaneous feedback to students. Her ability to serve as a resource person in identifying district personnel or ISD staff who can assist with the planning, modeling of instruction, and peer-teaching of literacy and math strategies also enabled students and teachers to receive the full benefit of purposeful instruction.

Mrs. Reid's ability to strategically align academic resources with teacher training taught staff the importance of embedded professional development practice that allows teachers to receive continued training in lesson design, reviewing student work, developing cross-curricular units, and developing formative assessments to measure student achievement, etc. Her focus on improving instruction through job-embedded professional development and instructional coaching overlaps with Big Idea One - Supporting Teachers' Knowledge, Skills, and Dispositions.

#### Indicator 1B:

The district will increase leadership capacity by making a commitment to support principals as instructional leaders. Assigning a mentor principal adept in curriculum design and implementation to the newly appointed Thompson Middle School principal will assist in the facilitation of the transformation plan. The Superintendent will work with Mrs. Reid in developing goals within her Individualized Development Plan (IDP) that will enhance her ability to support staff in achieving Big Idea # 1 – Improvement of Teachers Knowledge Skills, and Dispositions: Improving Instructional Practices and Instructional Strategies. Monthly meetings with the Superintendent will be an opportunity for Mrs. Reid to provide regular updates on progress towards goals identified within the IDP. The IDP plan will consist of Mrs. Reid receiving assistance in the following areas to ensure that the transformation plan is executed with fidelity:

- Improving student engagement through rigorous and relevant instruction

- Engineering a vision for the success of all students
- Cultivating leadership in instructional and support staff
- Leading people through managing data and school improvement processes
- Creating a college and career going culture

Instructional coaches are available to assist Thompson Middle School's Staff with professional development in instructional strategies outlined within their school improvement plan. Coaches will be on-site to facilitate 1/2 day professional development in the core content areas. In addition, Title II resources will be used to give teachers and administrators exposure to workshops or conferences that promote attainment of goals outlined within their school improvement plan.

Mrs. Reid will also receive assistance from the district's Title I Director in developing Big Idea Two: Improving the delivery of Tier II instruction to focus on skills that pose a barrier to the acceleration of student learning. This additional support will enable her staff to provide Thompson Middle School students with more prescriptive interventions supported by supplemental services. It's critical that building principals understand Title I compliance factors and fiscal accountability to sustain initiatives. This will allow Mrs. Reid to work with our Human Resources Department to identify strong teacher candidates to fill vacancies supported by Title I dollars.

The Saginaw Public School District has developed a relationship with the Michigan College Access Network (MCAN) to assist middle school students with identifying post-secondary options and career interests. Instructional coaches and the Superintendent will also work with the Saginaw ISD to provide Thompson's staff with technical assistance in completing the transformation plan, school improvement plan, and unpacking tool. The Superintendent will provide Mrs. Reid with more intensive support in developing the Comprehensive Needs Assessment and School Data Profile Analysis. The Superintendent will also review the school's decision-making process to ensure that there has been meaningful collaboration with members of the School Improvement Team to generate a transformation plan that reflects instructional concerns from all stakeholders.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation..**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth (by 2014-15, at least 40% of leaders' evaluations must be based on student growth) as a significant factor.  
Attach the leader evaluation.**

Public Act 205 of 2009, effective January 4, 2010, enacted Section 1249 of the Revised School Code (MC380.1249) to require an annual job performance evaluation for school teachers and administrators.

The Saginaw Public School District in collaboration with the Saginaw Education Association (SEA) has a collective bargaining agreement in place that allows for full implementation of this transformation plan. The district established two separate committees that consisted of K-12 Teachers, Building and Central Office administrators. The Teacher Evaluation Committee met regularly since 2010 to update/modify the teacher evaluation rubric to comply with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including Pearson ELA assessments, the Scholastic Reading and Phonics Inventories, AIMSweb Universal Screenings in Reading and Math, WIDA, M-STEP, MI Access and District Common Assessments. Twenty-five percent of teachers' evaluations will be based on student growth by 2016-2017.

**2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth**

The Administrator Evaluation Committee met regularly since 2011 to create a new evaluation tool that reflects and complies with the most recent legislative changes, including a rubric that details the expectations for the student growth factor. Multiple sources of data were used to determine student growth, including District Common Assessments, the Scholastic Reading and Phonics Inventories, AIMSweb Universal Screenings in Reading and Math, M-STEP, WIDA, and MI-Access. Twenty-five percent of Principals' evaluations will be based on student growth by 2016-2017. Principals' evaluations are based on the following criteria: Results, Leadership, Programs, Processes and Systems. Each category has proficiency standards that administrators must satisfy in order to be considered effective or highly effective. Twenty five percent of administrators' evaluation will be determined by student growth in the 2016-2017 academic year.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement.**

**Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program (outlined in requirement #6). (Must be completed by the Superintendent/Central Office)**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. (Must be completed by the Superintendent/Central Office)**

Indicator 3A:

Thompson Middle School will use the performance evaluation data and the Saginaw Public School District procedures set forth by the Board of Education to identify Highly Effective Teachers and building leaders. During the 2016-2017 school year, Saginaw Public Schools fully implemented a modified teacher evaluation process, based on Charlotte Danielson's Teacher Training Framework model. Highly effective teachers are considered master teachers who make a contribution to the field, both in and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

- To receive a "highly effective" rating, teachers must show an indication of student growth and achievement using four or more measurements including: AIMS web, Pearson ELA, M-STEP Reading, M\_STEP Math, and M-STEP Writing assessments. Starting fall 2016 Thompson Middle will begin using the Envision Math 2.0 platform, MAISA units, and common assessments.

- To receive a "highly effective" rating under student Growth and Achievement, a total of 80% of the total number of students serviced by the teacher must have demonstrated growth on the selected approved assessments.

- To receive a "highly effective" rating teachers must demonstrate proficiency by utilizing the strategies provided by Pearson ELA, Write Steps, Envision Math,



and Pearson Science and Social Studies programs. They must adhere to the district unit calendars, timelines, and revised instructional schedules adopted at Thompson Middle. Indicators of program implementation are: sign-in sheets, lesson plans, classroom walkthroughs reports, classroom observations, and student work products.

The building principal is responsible for the completion of all evaluation processes and monitoring the goals of all staff within the school. All personnel who are deemed to be highly effective and demonstrate increased student achievement based on the requirements of the evaluation tools, and have shown competence in the implementation of Thompson Middle School's transformation plan will be granted the following:

- Teachers who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of his/her choice.
- Teachers who are identified as Highly Effective will receive additional dollars from the building's supply budget to purchase classroom supplies/resources.
- Teachers who are identified as Highly Effective will be granted released time for building professional development with a substitute provided.
- Building leaders who are identified as Highly Effective will be granted released time one day a month to work in the classrooms while a guest principal provides administrative coverage.
- Building leaders who are identified as Highly Effective will be given an opportunity to attend a state or national educational conference of her/his choice.
- Building leaders who are identified as Highly Effective will be granted additional flex days not to exceed two days per school year.

The above rewards will be awarded annually at the completion of the teacher/administrative evaluation process.

### Indicator 3B:

Personnel found to be minimally effective or ineffective, based on the evaluation tool, with <64% of students showing and increase in achievement, and /or not implementing the instructional program, based on the criteria described in 3A, will be laid off and/or placed on a revised Individual Development Plan. They will be given the following supports: additional opportunities for professional development in deficit areas, a peer mentor, as well as receive intensive support from instructional coaches and building administration. Progress will be monitored regularly with walkthrough protocols and examination of student achievement data, to provide immediate feedback, guidance and redirection. Educators will be given multiple opportunities to improve their craft through the Individual Development Planning Process over a period of three evaluations. If an educator remains minimally effective or ineffective, after three evaluations, the Michigan legislative requirements and district procedures will be followed and the employee will be terminated.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect at least one of the "Big Ideas" (see Part B), (b) is on-going/offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on instructional practices. (Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

**\*\*Key Terms:**

**"High quality" professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. "Job embedded" professional learning must have ALL the following: consist of teachers analyzing students' learning and finding solutions to immediate problems of practice, is grounded in**

**day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.**

The Willie E. Thompson leadership team explored high quality, research-based professional development opportunities and constructed a plan specifically focused on the big ideas and the instructional needs identified. Professional learning will be adjusted according to the needs of the teachers and driven by student achievement. We have identified the following to support our Big Idea One: Developing teachers' knowledge, skills, and disposition.

During the 2016-17 school year, Thompson Middle School will focus on implementation of strategies and practices from the provided professional learning. The strategies will be used to deliver high quality instruction based on Common Core State Standards. In the subsequent school years, the following plans will be further developed and adjusted as needed based on student and staff need.

Professional Learning Communities (PLC's)

Professional Learning Communities will act as the driving force behind the implementation and monitoring of instructional practices, methods, strategies and data analysis. During PLC meetings, conversations around data, formative and summative assessments, and student work will be the focus of our professional talk. Upon analyzing data, teachers will design lessons to target areas of deficiency to support students during our Academic Intervention period. Ongoing professional learning opportunities will be identified and offered to all staff members based on their needs. The professional development will focus on the tools and resources necessary to increase student achievement. PLC's will meet once weekly for an hour (day and times may change year to year).

Support from the District PLC Coach, District Instructional Coaches, building MTSS Specialist and the Instructional Leaders will help ensure that our focus remains on student learning, achievement, and performance through both small and whole group professional development training. A core group of teachers, who attended PLC training in August of 2016, will continue to support the PLC process in the building.

Instructional Coaching

Thompson Middle School will have targeted instructional support from the District Instructional Coaches in Mathematics, Science, English Language Arts and Social Studies. District Instructional Coaches will provide job embedded professional development focused on instructional practices and instructional strategies to improve teachers' knowledge, skills and disposition.

- Coaches will provide support to teachers by meeting with each core teacher to complete the following cycle:
  - Day 1 - Observe teacher and students
  - Day 2 - Model a lesson with professional conversation afterwards
  - Day 3 - Co-teach a lesson with the teacher with professional conversation afterwards
  - Day 4 - Observe teacher and students with professional conversation afterwards
  - By Day 14 - Professional talk follow up
  - Repeat the cycle throughout the year to support each teacher at least three times per year.
- Coaches will provide teachers with best practices and specific strategies to support teaching and student learning. Instructional coaches will support our building Core Six Strategies: Reading for Meaning, Compare & Contrast, Inductive Learning, Circle of Knowledge, Write to Learn, Vocabulary's CODE. The support will include modeling lessons, co-teaching, and follow up conversations.
- Coaches will assist in utilizing our data to best inform our teaching and how to implement the MTSS process.

### Professional Development

#### **Teachers**

In the 2016-17 school year, the Instructional Leader will use staff meeting time to provide professional development to support teacher knowledge, skills and disposition. The professional development will be differentiated to support teacher growth and student achievement. Thompson Middle School will leverage the support of district principals, ISD consultants, District Instructional Coaches, as well as, other supports to train teachers on instructional practices and instructional strategies.

The professional development will be ongoing for the next three years during the school day, after school, and over the summer with stipends available for sessions outside of the school day. Instructional Leaders will complete walkthroughs to ensure implementation of strategies and practices, as well as, determining individual teacher needs. Teachers will receive immediate feedback utilizing the district adopted Administrative Walkthrough Checklist.

In January 2017, teachers will have the opportunity to observe colleagues in various content areas to support the use of strategies and practices provided during professional development. This will allow teachers to observe best practice

in all content areas. This non-evaluative method will allow teachers to receive frequent feedback and permit them to adjust instructional practices in a more effective and efficient manner.

### **Principal/Assistant Principal**

Looking ahead to the 2017-2018 school year and beyond, the School Improvement Team is interested in providing an outside leadership consultant for the building leaders. If the funds allow, a consultant would be contracted to work one-on-one with both the principal and any assistant principals to overcome their individual constraints and leverage their strengths. Research shows that a strong principal and leadership team can have a substantial impact on student achievement. In order for leadership to provide adequate and appropriate coaching and feedback to instructional staff, it is imperative that they are also given opportunities to grow in their practice.

### **Title I Instructional Staff**

With an intense focus on MTSS, additional support is needed for those leading the intervention program at Thompson Middle School. If the general and/or grant funds allow, an Intervention Consultant will be contracted to work closely with the intervention team. The consultant and team will examine scheduling prioritization, student identification, systems, lesson planning/delivery, and overall implementation alignment with MTSS best practices.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school. (Must be completed by the Superintendent/Central Office)**

Indicator 5A:

The Saginaw Public School District will use specific recruitment strategies centered on student needs as identified by data and teacher effectiveness to directly support student achievement. Teachers who receive exceptional

performance evaluations serve as lead teachers within their respective schools. They are selected to attend conferences that relate to district and school improvement goals. Also, teachers have an opportunity to serve as mentors for probationary staff. Mentors are given additional monies to budget for instructional supplies. Plus, opportunities for advancement in instructional coaching positions exist for teachers that demonstrate exceptional capacity for leadership. Generally, instructional coaches with endorsements in educational leadership advance into administrative positions within the district.

When teacher vacancies exist, recruitment of candidates will be based on student needs, identified by stakeholder surveys, student demographic, and performance data. A comprehensive needs assessment of our students' attitudes towards their learning and performance on M-STEP and district benchmark assessments suggests that applicants considered for positions at Thompson Middle School must possess experience with:

Formative Assessment/Using Data Analysis to Inform Instruction  
Culturally Responsive Curriculum/Cultural Competency  
Differentiated Instruction / Inclusive Classrooms with Special Education Students  
Reading and Math Intervention  
Children in Poverty  
Urban School Reform

Teachers must also demonstrate proficiency and knowledge of effective strategies and best practices including:

Bloom's Taxonomy, the Response to Intervention process, Differentiated Instruction, Classroom Instruction that Works, Inquiry-based Learning, Essential Questions, Understanding by Design, and Professional Learning Communities. Candidates must also have the desire to 'go the extra mile,' to take on additional responsibilities such as, before and after school programs, and be willing to attend all required training.

Thompson Middle School's Leadership Team, including the principal, will be actively involved in the interview process for all open positions. Hiring decisions will be based on student needs, credentials, skill level, experience, and effective writing skills. All hiring recommendations will come from the Thompson Middle School Leadership Team.

Indicator 5B:

The district will improve teacher retention at Thompson Middle School based on students' needs by utilizing the following strategies:

1. An experienced Thompson Middle School mentor will be provided to all teachers new to the building and all non-tenured teachers.
2. Teachers with an effective or highly effective rating will be assured the stability of their current building placement.
3. Teachers will receive options for compensation for participating in workshops and conferences supporting required professional development initiatives outside the school day. Hourly rate for professional development (\$22.62) and in-service credit (SCECH)
4. Teachers will be provided with multiple opportunities to participate in professional development to improve their craft.
5. A reward system will be utilized at Thompson Middle School as described in Requirement 3.

The principal has the right of assignment based on student achievement, behavior data, classroom observations, teacher evaluations, and parent perception data. The principal, with input from the Leadership Team, will determine the best placements for current staff starting the fall of 2016.

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation.**

**\*\*Key Terms:**

**“High quality” professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” professional learning must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in**

**day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.**

**Key Terms:**

***Underlying causes* - are factors that explain why the school's achievement is low enough to have placed it in the state's bottom 5 percent. These causes must be:**

- 1) relevant to classroom instruction,**
- 2) reflective of the data that was analyzed, and**
- 3) widely present across low-performing groups, so that changing them could credibly raise student achievement**

**Sequencing means not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.**

Thompson Middle School was named by the SRO as being in the bottom five percent in the Top and Bottom ranking.

The following areas were identified as causal theories for low-student performance:

- Lack of engaging and effective use of teaching strategies
- Lack of embedded and ongoing professional development
- Lack of full implementation of MTSS

*In the following data, there is mention of Ruben Daniels. In the 2014-2015 school year, one of the middle school buildings was closed (Ruben Daniels) and the staff and students moved to the Thompson building for a district-wide middle school.*

**ELA data**

We reviewed the following data sources:

- 2013-2014 MEAP data
- 2014-2015 MSTEP data
- AIMSweb benchmark assessments
- SuccessMaker data
- Scholastic Reading Inventory
- District Pre/Post Assessments

2013-2014 MEAP Challenges:

-Thompson sixth grade students had the highest achievement gap (22% gap) in the Informational Text Domain



- Ruben Daniels sixth grade students had the highest achievement gap in the Informational Text Domain
- Hispanic students at Thompson was the subgroup of students with the highest percentage scoring not proficient at 45.2% followed by African American students at 37.7%
- Ruben Daniels and Thompson's largest percentage of sixth graders are economically disadvantaged and not proficient.
- Thompson and Ruben Daniels sixth grade students with disabilities data reflects that 63.6% and 62.5% of students are not proficient in reading.
- Fifth grade students with disabilities in the district have a higher percentage of students (46.9%) not proficient compared to those who are proficient (18.4%).

#### 2014-2015 MSTEP Challenges:

- In sixth grade, 94.7% of African American students were not proficient
- In sixth grade, 93.3% of all students were not proficient
- In sixth grade, 94.9% of students with disabilities were not proficient
- In seventh grade, 70.1% of African American students were not proficient
- In seventh grade, 90% of students with disabilities were not proficient
- In seventh grade, 67.3% of all students were not proficient

#### 2015 - 2016 Local Assessment Data Challenges:

##### Reading

- Challenges in reading were analyzing literature and comprehending literature at grade level text complexity.

##### Writing

- Challenges in writing include clear and coherent writing with grammar (sentence structure, punctuation, etc.)
- Supporting writing using multiple print and digital sources
- Drawing information from literary or informational text to support analysis, reflection, and research
- Quoting and paraphrasing data and citing sources
- Writing over extended time frame

#### Mathematics Data

We reviewed the following data sources:

- 2013-2014 MEAP data
- 2014-2015 MSTEP data
- AIMSweb benchmark assessments
- SuccessMaker data
- Digits Unit Assessments (Math)

#### 2013 - 2014 MEAP Challenges:

- District fifth grade data reflects that 74% of fifth grade students are not proficient in Mathematics entering Middle School.
- At the fifth grade level there was a significant achievement gap in Connections with a gap of 14.3%.
- 83.2% of Thompson sixth grade students and 89% of Ruben Daniels sixth grade students scored not proficient in Mathematics.
- The highest areas of concern for sixth grade students in 2013-2014 are Connections with a gap of 25.5 for Thompson students and a gap of 29.1 in Base Ten Number System for Ruben Daniels students
- Properties of 2D shapes and angles, base ten numbers and connections are content strand deficiencies that average to be about 27.5%.
- When comparing subgroups in the sixth grade in Mathematics, 92.7% of African American students, 90.6% of Hispanic students, and 80% of White students at Thompson and 95% of African American at Ruben Daniels scored not proficient in Mathematics.
- Over 95% of sixth grade students with disabilities scored not proficient.

#### 2014 - 2015 MSTEP Challenges:

- In sixth grade, 0% of females and 0% of minority students were proficient
- In seventh grade, minority populations had a greater percentage of students not proficient when compared to white students: African American 88.3%, Hispanic 80.6%, White 80.6%
- In seventh grade, students with LEP were 100% not proficient
- In seventh grade, students with disabilities were 100% not proficient

#### 2015 - 2016 Local Assessment Data Challenges:

- Challenges were identified as students being inconsistent with the ability to perform operations with integers.

#### Science Data

We reviewed the following data sources:

- 2013-2014 MEAP data
- 2014-2015 MSTEP data
- District Pre/Post Assessments

#### 2013 - 2014 MEAP Challenges:

- Overall, the district's fifth grade feeder schools' proficiency levels in science are below 1%.
- At the fifth grade level, the content area of Physical Science reflects the largest gap at 14.7% from being at State Average
- As it pertains to the district fifth grade students, 88% of African American students, 78.1% of Hispanic students, and 52.9% of White students are not proficient in Science.

-Economically disadvantaged students were 83.4% not proficient compared to those not economically disadvantaged at 41.8%.

-TMS students struggle in the following science areas: analyzing structure, interpreting graphics, content vocabulary, reading comprehension and conceptual understandings, and using evidence in the science process.

2014 - 2015 MSTEP Challenges:

-African American is the highest percent of non-proficient students at 96.4%

-Less than 1% Proficient overall.

-Students with disabilities 0% Proficient with 41 being tested.

-0% Advanced in any category.

2015 2016 Local Assessment Data Challenges:

-Challenges were comprehension of content concepts and vocabulary. Students are reading and writing significantly below below grade level.

#### Social Studies Data

We reviewed the following data sources:

- 2013 - 2014 MEAP
- District Pre/Post Assessments

2013 - 2014 MEAP Challenges:

-Proficiency levels in Social Studies are below 1%.

-The greatest achievement gap in Social Studies exists in the strand of Civics and Perspective (-19.9) for Thompson students and Geographic Perspective (-23.3) for Ruben Daniels

-Social Studies areas of challenge are : interpreting maps, graphs and charts, and the utilization of vocabulary, Economics and Types of government.

2015 - 2016 Local Data Challenges:

-Challenges included reading level of difficulty when working with historical primary documents.

Through our data analysis, the team determined our focus to be improving instructional practices and instructional strategies along with improving the delivery of Tier II instruction.

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect at least one "Big Idea", (b) include specific teaching and learning strategies for building-wide implementation (see key terms), (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research (see key terms),**

**and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program. (Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

**Key Terms:**

**An *instructional program* is a set of materials and activities that address all of the components listed under 6B.**

***Teaching and learning strategies* should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)**

***Research* criteria is satisfied if a citation(s) is provided.**

In analysis of our building wide data, it was determined that a more focused Tier II intervention needed to take place at the building level. The data overwhelmingly showed the need to improve mathematics at Thompson in both 7th and 8th grade, which became the main focus for redesigning our Academic Intervention class in 2016-17. The math department took the lead in developing a new model for our Tier II building wide intervention program.

During our October 26, 2016 PLC, the Math department took action on a redesign of Academic Intervention to focus on a specific cycle of identified instructional targets followed up by corresponding timely progress monitoring. During our November 1, 2016 School Improvement Team Meeting, the School Improvement Team approved the proposed plan. During our staff meeting on November 10, 2016, more detailed components of the plan were given and approved by the staff. During the week of November 14, 2016, an AIMSweb M-Comp probe was administered building wide. During the week of November 21, 2016, student data was analyzed and students were organized into groups according to student deficiencies. During the week of November 28, 2016, students began the first learning cycle.

Our math focused, Tier II building wide intervention program begins with administering an AIMSweb M-Comp probe as a screener for all students to determine individual deficiencies. Students will then be grouped according to deficiencies and placed with a teacher during the thirty-six minute Academic Intervention (Monday, Wednesday, Friday) for a three to four week learning cycle focusing on student deficiencies. All instructional staff will deliver instruction using district provided Tier II supplemental materials.

Student achievement will be progress monitored throughout the learning cycle using building created assessments. Students who score proficient on their assessment at the end of the learning cycle will be moved to their next deficiencies. Students who are not making adequate gains with their deficiencies,

will be placed in a more intensive group for further intervention. After another learning cycle, students who are still not making adequate gains will be referred to the Intervention Team for possible Tier II elective intervention or Tier III interventions.

In 2017-18, we will follow the model described above, but include an ELA component. Students' deficiencies will be determined with screeners for both ELA and math. Staff will determine which area students have the greatest need, ELA or math, and students will receive Tier II intervention according to the method described above.

In 2018-19, we will add Science and Social Studies to our model. Our team is currently researching an appropriate screener and appropriate interventions to use.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms). (Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

**Key Terms:**

***Expectations* are actions or skills teachers are expected to demonstrate in their use of data**

***Regular and on-going* means at least quarterly (could be Instructional Learning Cycles)**

***Differentiation* can include processes such as universal screening and/or progress monitoring in Multi-Tiered Systems of Support**

***Close achievement gaps* involve conducting short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps.**

Through our PLC process, teachers collect, analyze and track data from student work samples and assessments which is used to adjust teacher instruction accordingly. Teachers complete PLC protocols for each meeting as well as have specified work samples and assessments ready to be analyzed. The principal will conduct daily walkthroughs, observe classroom instruction, review lesson plans, collect data and monitor progress to provide regular and ongoing feedback.

Staff at Thompson Middle School address students' individual needs through differentiated instruction using small group instruction, learning stations, graphic organizers, vocabulary acquisition (academic vocabulary in all content area) and layered curriculum using pre/post assessments in all core content areas which will include additional support from our interventionists and Title I teachers.

Teachers share individual data with students on a continuous basis so that the students are able to monitor their own progress and set individual goals in all core content areas. Students chart their own growth in all core content areas in their own individual folders. Building wide data is displayed on the walls in the classrooms and hallways for each grade-level so that it is visible to all stakeholders.

Students who are not showing adequate growth in ELA and Math progress through the MTSS (Multi Tiered Systems of Support) process for more intensive academic interventions.

At Thompson Middle, timely, effective, additional assistance will be provided to those students who are experiencing difficulty mastering the state academic standards. Tier II interventions take place in the classroom and will include an Academic Intervention class, extended time, small group and one-on-one instruction, conferencing, hands-on learning stations, and technology integration.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

### **Indicator 8A: Time for Core Subjects**

**In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale**

**that supports why these changes will lead to increased student achievement.**

**Indicator 8B: Time for Enrichment**

**In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: Time for Professional Learning**

**In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**\*\*Key Terms:**

**“High quality” professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” professional learning must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6.**

8A

Thompson Middle School leadership team reallocated minutes to ensure that thirty-six minutes per day would be dedicated to intense intervention. Students will be grouped according to deficiencies and placed with a teacher during the thirty-six minute Academic Intervention (Monday, Wednesday, Friday) for a three to four week learning cycle focusing on student deficiencies. All instructional staff will deliver instruction using district provided Tier II supplemental materials. In addition, Thompson Middle School increased each core instructional time block from 50 minutes to 55 minutes in the 2016-17

school year. Time was reallocated from lunch and passing time to allow for an increase in instructional minutes during the school day.

8B

The Thompson Middle School leadership team scheduled time after school for STEM Camp. In partnership with Dow Chemical, a program focused on hands-on learning experiences is provided for students that demonstrate a need for more concrete learning. Additionally, targeted groups of students are selected to participate in cohorts for 4 week cycles of HYPE. This time is used to focus on overcoming the barriers to academic achievement at high levels. In addition, Thompson Middle School increased each core instructional time block from 50 minutes to 55 minutes in the 2016-17 school year. Time was reallocated from lunch and passing time to allow for an increase in instructional minutes during the school day.

8C

The Willie E. Thompson leadership team explored high quality, research based professional development opportunities and constructed a plan specifically focused on the Big Ideas and the instructional needs identified. Professional learning will be adjusted according to the needs of the teachers and driven by student achievement. We have identified the following to support our Big Idea One: Developing teachers' knowledge, skills, and disposition.

In order to meet the needs of Thompson's staff within the constraints of time and teachers' contract, regularly scheduled staff meetings will now be solely focused on providing ***differentiated*** professional learning. Issues that were traditionally addressed during staff meetings will now be communicated through Monday Memos or other similar venues.

During the 2016-17 school year, Thompson Middle School will focus on implementation of strategies and practices from the provided professional learning. The strategies will be used to deliver high quality instruction based on Common Core State Standards.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**



9A

The Thompson NNPS (National Network of Partnership Schools) team researched engagement activities implemented in various schools that lead to student success in the classroom. Community demographics were considered in the development of activities for meaningful impact. Our focus areas of the plan include family engagement strategies, teacher led mini-workshops, and classroom to home connection.

Family engagement strategies include KEEPING KIDS FIRST F.E.S.T which is an expo-type setting with booths for students and parents to participate in fun reading activities along with community partnerships that parents may engage in twice a year. Some topics for workshops include Restorative Justice, Engaging Family Literacy Strategies, Trauma/Drama, Cereal Centers, Airplane Science Activity, TIPS booth, Vocabulary Station, TMS Literacy Game Bags, Building-wide Read, Financial Literacy (Isabella Bank), and Estimation Activity.

Our classroom to home connection utilizes Teachers Involving Parents in School (TIPS) which are parent engagement activities located in the Promising Partnership Practices book, 2015. These activities are both verbal and written designed to improve reading and math skills. They are assigned during Academic Intervention once a week, completed at home, and brought back to school signed by a family member.

Throughout the fall and spring, teachers will facilitate a number of teacher-directed focused mini workshops for parents who visit the building during sporting events. Each subject department, including special education and elective teachers, will put together one mini workshop per sports season. Parents and families that participate will receive a “Tiger Buck,” a voucher that may be redeemed at the concession stand or ticket booth, for their participation in the activity. Topics will include homework help, Skyward Access, TIPS, becoming a better student, extra help options, Core Six Essential Strategies, increasing reading comprehension, communicating with your student, community resources, family game bags, Family STEM Activities and Restorative Practices.

9B:

The TMS NNPS Team believes that community support and engagement is critical to the success of the students of Thompson Middle School. Community engagement strategies include participation in KEEPING KIDS FIRST F.E.S.T. Community partners include Community Mental Health/Westlund, Isabella Bank, Systems of Care, Public Libraries of Saginaw, Saginaw Police Department, Fire Department, and MMR. Partners will educate parents on various resources, including but not limited to: family assistance, activity booths, hands on tech station, and STEM strategies. Additional community partners will sponsor and

promote Thompson Middle School as advocates for school/community pride and resources to fulfill needs in the community. These partners include: Garber Buick, Frankenmuth Credit Union, United Financial Credit Union, Catholic Federal Credit Union, Compassionate Care Home Health Care, Burns Law, Saginaw Employee Credit Union, Hendrick and Sons, and various individuals.

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase the graduation rate.**

**Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIST. This will require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.**

Indicator 10A:

A Memo of Understanding between the School Board of the City of Saginaw, the Saginaw Education Association, and the Superintendent of Schools, states that the District and Association are committed to meet requirements placed within the transformation plan. This agreement includes operational flexibility in the areas of staffing, calendars, time, and budgeting. See attachment. The building principal will exercise right of refusal to move a staff member to Thompson Middle School if they lack the capacity or desire to align with initiatives and programming of the school. This authority will be enforced throughout the duration of the plan. Current state legislation regarding teacher evaluation and removal of staff will be followed, including removing teachers evaluated as "ineffective" or "minimally effective" within the building. Student data will be a significant portion of the evaluation tool and weighted as legislated.

Thompson Middle School's administration and Leadership Team will be involved with the process of interviewing for vacant positions within the building. Placement decisions will be based upon prospective candidate's credentials, instructional abilities, literacy skills, and reference checks. Recommendations for hiring will come from the Thompson Middle School Leadership Team. Thompson Middle School will be allowed to adjust their school calendar as needed to support the instructional programming as long as the district's minimum number of contact hours is satisfied. Thompson Middle School will have the ability to

schedule their professional development days and PLCs. The building will set a professional development schedule, which may or may not include district professional development days, based on building needs, and successful execution of the transformation plan with fidelity. Thompson Middle School will initiate a modified Restorative Practices model beginning the 2016-2017 school year, including bringing a provider to campus to research and develop a culture and climate plan for the building, train staff to be coaches within the building to develop these cultural needs, and provide stipends to staff participating in the training. The Thompson Middle School Leadership Team will have autonomy in determining the Title I budget and use of its funds (subject to federal regulations), to support the transformation plan, in accordance with student needs and the building Comprehensive Needs Assessment found in Assist.

In the 2017-18 school year, Instructional Coaches, along with consultants, will assist with professional development once a month. Thompson Middle School will bank instructional minutes, to provide a half day once monthly to support the professional development plan.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school. List the central office contact person responsible for monitoring and supporting the school. Also, describe plans to participate in workshops and conferences offered by the ISD/RESA, Michigan Department of Education, and other external partners or organizations.**

Indicator 11A & 11B:

The School District of the City of Saginaw, inclusive of the Board of Education, Superintendent of Schools, Administrative Cabinet, and Executive Staff, will support all efforts put forth within Thompson Middle School's transformation plan in support of students' unique needs. The Superintendent, Nathaniel B. McClain, is the Central Office liaison. Rachel Reid, Thompson Middle School's principal, is accountable for maintaining a clear understanding of specific technical assistance needs associated with programming, student achievement, priority plan maintenance, and related circumstances. Specific professional development activities, determined through focused study of staff capacity and student data, will enhance our ability to meet goals of significant improvement.

The Saginaw Public School District has entered into a Partnership Agreement with MDE, MASA, MASB, MAISA Middle Cities, and the Saginaw ISD to provide a wide array of services to staff and students. Moreover, ongoing professional development activities specific to Thompson Middle School's transformation initiatives will be supported through Title II A funding and any additional funds related to Thompson Middle School's priority status.

Thompson Middle School's staff will collaborate with various stakeholders to seek and receive technical assistance as needed. Those agencies include: The Saginaw Intermediate School District (SISD) and MI Excel (Statewide System of Technical Assistance) - Priority School Support Staff include Rebekah Hornak, Sarah Watson (Saginaw ISD School Improvement Interventionist) and Dr, Tanisha Brooks (School Improvement Facilitator). Their support for Thompson Middle School includes: participation in the Statewide System of Technical Assistance (4 meetings a year with Thompson's staff, helping them to focus on independent goals, learning how to analyze data and implementing school improvement efforts), school improvement writing efforts (scheduled in March / April / and May annually), an academic coach, curriculum review with the Director of Curriculum and Thompson Middle School's Leadership Team, assistance with Positive Behavior Intervention Supports, and support with professional learning communities.

The initial technical assistance meetings started in November of 2016 and have been ongoing weekly, to support the writing of different components of this transformational plan. The Michigan Department of Education (MDE) offers technical assistance throughout MIExcel services. All meetings related to priority status will be attended by Thompson Middle School's staff. Central office is also invited to attend. Fall and spring school improvement meetings are held in Lansing annually, attended by Central Office and Thompson Middle School's staff. A School Improvement Interventionist and School Improvement Facilitator from the Saginaw ISD will assist Thompson's Leadership Team draft their transformation plan through a careful examination of M-STEP trend data and causes for the priority status. He has attended weekly meetings to help the Leadership Team identify root causes for students' inability to reach proficiency and will continue to work with the staff throughout the improvement process.